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ABSTRACT

Six papers presented at the conference are summarized. In "An Extended Look at Inflation in Higher Education" (D. Kent Halstead), direct confrontation of inflation problems by institutions is recommended. Discussion that followed focused on how best to project inflation rates for higher education, and how to convince legislatures to increase support with good data. In "The Role of Institutional Research in Retrenchment" (James P. Olomon) the University of Montana's dealings with retrenchment are outlined, with emphasis on the development of an institutional database for decision-making. "A Management Information System Involving Personnel and Resources" (H. Bruce Higley and Elbert J. Eastmond, Jr.) examines the collection and use of faculty load information at Brigham Young University over the last 18 years. Forms, charts, and tables are included. "HEGIS Surveys and the New HEGIS Taxonomy" (Marjorie O. Chandler) provides an outline of the new HEGIS format of the National Center for Education Statistics to be implemented in the next four years. The materials included are the proposed five-year survey plan, summaries of 1980 fall enrollment for two- and four-year institutions, and the plan for revisions to the earned degrees conferred report. In "Implementing the New HEGIS Taxonomy" (Stephen R. Hample and Stephen J. Otzenberger) institutional actions to modify databases and reporting procedures are explored, especially as they will affect Montana State University. "Using a Computerized Finance Model" (Gary M. Oyler) outlines the University of Utah's recent experience in selecting and implementing a modeling system. Appended are a list of participants, a conference agenda, and information on the next meeting. (MSE)

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ROCKY MOUNTAIN ASSOCIATION FOR INSTITUTIONAL RESEARCH

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Annual Conference
September 17-19, 1980
Big Sky, Montana

Summary of Proceedings & Materials

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Overview

The Rocky Mountain Association for Institutional Research (RMAIR), held its 1980 conference in Big Sky, Montana, September 17-19, 1980. A summary of the proceedings is presented in this document.

Several topics were addressed at the conference: inflation and higher education, resource reallocation, the new HEGIS taxonomy and an example of its implementation, an examination of a computerized higher education finance model, and a consideration of the calculation of marginal costs in higher education.

Conference presenters included D. Kent Halstead of the National Institute of Education, Marjorie O. Chandler of the National Center for Education Statistics, and Leland H. Campbell of Brigham Young University.

Conference materials, handouts, and brief outlines of the proceedings are included in this summary.

Stephen R. Hample and D. Kent Halstead

KEYNOTE ADDRESS

An Extended Look at Inflation in Higher Education

The conference keynote speaker was D. Kent Halstead of the National Institute of Education. Dr. Halstead's topic was "An Extended Look at Inflation and Higher Education". A summary of his address and the conference participants' discussion group conclusions follow.

Dr. Halstead noted that the continuance of inflation will require that colleges and universities examine its likely impact carefully and devise strategies of response. The impact of inflation upon colleges and universities was presented by the following illustration:

> In the fall of 1972, Central College enrolled 9,215 students with an annual budget of $17.2 million. Five years later in 1977-78, the president proudly announced that the budget had more than doubled to $28.4 million with only 2,000 additional students. Does this sound familiar? Does it sound good?
>
> What has actually happened is that inflation in higher education, at roughly six percent a year, has resulted in a loss of institutional purchasing power of $78 per student, from revenues of $1,866 in 1973 to $1,788 per student in constant dollars five years later.

A significant portion of this loss is reflected in minimal salary increases. Salaries of professors at Central College, Halstead noted, rose from an average of $19,751 in 1973 to $25,600 in 1978--a net loss in purchasing power, when adjusted for cost-of-living, of eleven percent. At the conclusion of the illustration of Central College, Halstead observes:

> ...before you discount this example as hypothetical, it is not. Add three zeros to enrollments and to revenues and you have national averages. Thus, U.S. colleges

> and universities lost about one percent a year in purchasing power between 1973 and 1978, and faculty lost eleven percent total during the five years.

Although the Consumer Price Index (CPI), the Higher Education Price Index (HEPI), and faculty salaries have risen nearly equally during the last twenty years, Halstead noted, in the future increased costs for higher education are likely to outstrip the national rate of inflation as they have in recent years. Institutions will probably continue to minimize increased costs by slow salary increases in the short run, but more effective and equitable means for dealing with inflation must be devised in the near future. The causes of inflation, in Halstead's view, are not readily malleable and it must be expected that no appreciable reduction in inflation is likely to occur in the near future.

In responding to this challenge, colleges and universities must assess thoroughly the impact of inflation on institutions, and face squarely its programmatic and financial implications. During this process, every reasonable effort to increase efficiency and to communicate the problem clearly to all involved parties, must always be continued. Dr. Halstead concludes that the:

> Evidence of shortages and reluctance to lower our standard of living suggest a future of undiminished inflation. Colleges and universities must respond by integrating inflation analysis into their budget preparation, setting student charges accordingly, and presenting a complete documented case for financial support to funding sources.

He concludes further:

> The tools which measure inflation are available. Most well known and employed is the Higher Education Price Index (HEPI) which measures changes in the prices of goods and services purchased by colleges and universities through current-fund educational and general ex-

penditures less research. Others are also available for sponsored research and new construction.

What is most needed now is for colleges and universities to urge their business associations to sanction and express the need for development and publication of formal budgetary presentation procedures which include analysis of the effects of inflation as an integral component.

Inflation will be both persistent and debilitating to higher education; it must be dea't with thoroughly and formally in the higher education planning process.

Detail on the causes of continuing inflation and recommended strategies for inflation planning in higher education will be published separately by Dr. Halstead.

At the conclusion of the keynote address, conference participants split into two sections to discuss Dr. Halstead's review. Two major issues of concern were addressed in the discussions: a) how best to project inflation rates for higher education, and b) how to convince legislatures to increase support to higher education even with good, accurate data. A brief summary follows of the major points raised regarding each of those concerns.

a) How best to project inflation rates for higher education

It is difficult to predict inflation under any circumstances; predicting for a specific sort of institution, e.g., colleges and universities, is even more complicated. In particular, concern was expressed that HEPI is unrealistically low since it includes inadequate faculty salaries. The view was expressed that labor intensiveness creates a large similarity in all price/cost indexes, and that the CPI, rather than HEPI, ought to be adopted for forecasting purposes.

b) Using data to increase financial support to higher education

In building a rational base for financial planning for higher education, the presumption is made that a demonstrated need for increased support should lead to more adequate appropriations. It must be acknowledged, however, that even with accurate data indicating insufficient funding, increased appropriations may not follow given the range of competing forces for public funds and the limited resources available. Therefore, additional elements in the planning process, outlining internal reallocation of resources, reviewing where best to cut, and acknowledging impact upon quality of reduced buying power, must also be considered.

THE ROLE OF INSTITUTIONAL RESEARCH IN RETRENCHMENT

by James P. Olomon

The University of Montana is a Liberal Arts institution founded by a Montana Legislative act in 1893. The University opened in 1895 with an enrollment of 50 students and four courses of study leading to a degree. Since that time the university has expanded in scope to its presentday organization of a College of Arts and Sciences with professional schools of Business Administration, Fine Arts, Journalism, Forestry, Law, Education, and Pharmacy and Allied Health.

Until the early 1970s U of M was a university with an increasing growth rate. From an enrollment of 4,103 headcount students and 4,663 FTEs in the autumn of 1962, the enrollment grew to 8,624 headcount and 8,674 FTEs in the autumn of 1972. From this point the enrollments begin to decline, eventually stabilizing at around the 7,800 FTE level.

In the years of growth, U of M, like so many schools, looked for a never-ending rate of growth. Faculty were added without any real long-range analysis. The faculty continued to grow even after the enrollment declines set in and tenure was still easily obtained. In 1976-77, the University's over-all student to faculty ratio had dropped to 16.5:1 from about a 20:1 ratio in the early 1970s.

The University had in latter years made programmatic decisions with the optimistic view that "a better year" was just around the corner. More importantly perhaps, the University had not funded adequately the capital and operation needs but had instead diverted a portion of these funds to the personal services area. Consequently, when the enrollments did not rebound, the University found itself in a position of budget imbalance with personal services comprising an excessively large portion of the total operating budget.

As a result of the decreasing enrollments and because faculty levels had not declined, the 1977 legislature set the student/faculty ratio at 19:1 and funded the faculty personal service area at this level. The legislative intent was clear; the past actions of slighting capital and operations to retain faculty were not advisable and it was clear that the legislature viewed the 19 to 1 student/faculty ratio as more than a method of determining total budget. This legislative action necessitated on the part of the University a reduction of approximately 70 faculty for the 1977-79 biennium. Although a small portion of this number could be achieved by freezing replacements on vacant lines in the remainder of fiscal year 1977-78, the balance of almost 60 FTEs had to be reduced in the 1978-79 fiscal year.

In an effort to meet the prescribed reductions the University administration set into motion an in-depth review of all academic areas. In an effort to determine where the most appropriate faculty cuts could be made with the least impact on the viability of the University, and Academic Program Review Committee (APRC) was formed. Made up of faculty members and students from the University community and charged with determining the location and magnitude of faculty reductions which would bring the University to the required levels, the committee in turn formed several subcommittees which were charged with carrying out the in-depth analysis of each instructional department within the instruction program. The Committee was given a November 1 deadline to submit the report to the administration. This allowed 45 days before the December 15 notification date for second year faculty members. By late Spring, 1977, the process was in motion.

The Institutional Research Office was charged with furnishing a historic data base for use by the APRC and its sub-committees. It was decided that the data base would consist of several elements which, when analyzed as a whole, would give a quantifiable indication of performance. The elements to be incorporated in the data base were:

a. Student Credit Hour Development
b. Weighted Student Credit Hour Development
c. Full-Time Equivalent Students
d. Weighted Full-Time Equivalent Students
e. Declared Student Majors
f. Degrees Conferred
g. Budgeted FTE Teaching Faculty
h. Expenditures
i. Student to Faculty Ratios
j. Student Credit Hours Per FTE Faculty
k. Weighted Student Credit Hours Per FTE Faculty
l. Weighted Student to Faculty Ratios
m. FTE Graduate Teaching Assistants
n. SCHs Per FTE Including GTAs
o. Weighted Student Credit Hours Per FTE Including FTAs
p. Student to Faculty Ratios Including FTAs
q. Weighted Student to Faculty Ratios Including GTAs

It was decided that the data base would begin with Autumn Quarter, 1969, and that all data would be presented on an Academic Year basis except the expenditure data which would necessarily be presented on Fiscal year basis. The data were to be furnished on a comparable basis for all years.

For some institutions this project might have been relatively easy, but for most, I suspect, it would have been moderately difficult. Unfortunately, U of M fell into the latter category. This effort called for a compilation of data from a variety of sources, especially the student records area. One of the immediate problems was that only unrestricted student credit hours and FTE faculty were to be reported (i.e. produced and budgeted from appropriated funds). Fortunately, the Office of Institutional Research had, since 1969, compiled a comparison of Academic departments on an annual basis. Unfortunately, some of the completed years were not directly comparable owing to reorganization within the Departments or the College and Schools. The most difficult aspect was that of insuring the comparability of the APRC data, extracting the unrefined data, refining it, and re-formatting the data presentation. Once this was done a report emerged which gave in a relatively digestible manner, given the mass of numbers, a concise and accurate picture of the quantifiable elements for each department. The APRC then took the data provided, and for each department, plotted the original data points for the eight-year period, plotted a linear regression line for the original points and plotted linear regression lines for the university mean, first quartile, and third quartile points. These latter regression lines represented a corridor within which the middle 50 percent of programs reside, with the middle regression line being the 50th percentile. Thus, it was possible to make a visual comparison of a particular department with the University as a whole.

After extensive examination of all data provided by the Office of Institutional Research, as well as analysis of the quantitative information originating at the subcommittee level, the sub-committee recommendations were forwarded to the APRC. The APRC then reviewed the data, considered the recommendations and in the case of differing opinions, held additional

hearings. The APRC then finalized a decision and forwarded their recommendation to the University President and his staff.

When all of the dust had settled and the APRC recommendations were totaled, it was found that the number of cuts recommended by APRC totaled 29.50 FTE positions, approximately one-half of the needed amounts. This number was further reduced by an appeals committee to 20.50 positions. In its final report, the APRC recommended that no additional cuts be made if the administrations wished to retain the viability of the existing departments and programs.

Because of legislative mandate the administration had little choice but to identify the additional faculty lines to be cut.

It should be noted that not all of the 60 FTE positions were filled at the time the final decision was reached. Almost 17 FTE positions were vacant and these vacancies were frozen open.
cut, almost 4 FTE positions were retiring with no replacement allowed; 2 FTE positions were on LWOP with no replacement allowed; 8 FTE positions identified as teaching faculty but involving faculty who did not teach were transferred to the support staff area; and 5 FTE positions which would become available through attrition and were held vacant during the 1978-79 academic year were to be identified. There remained nearly 26 FTE positions to be notified before the December 15 deadline. This brought the cuts to slightly over 62 FTE positions however, 1.50 FTE positions were allowed to a newly developed department. The result was a net reduction of 60.64 FTE positions. These 26 FTE positions translated into 30 faculty members; predominantly young faculty members with recent terminal degrees.

One of the immediate results when the reduction "vibrations" reached the faculty at large, was a renewed interest in the formation of a collective bargaining unit for the faculty. While there had been for several years an

interest on the part of some faculty members to bargain collectively, there had not been sufficient strength to elect a bargaining unit. The faculty reductions served to quickly polarize faculty in favor of a collective bargaining unit and subsequently the University Teachers Union (UTU) of the American Federation of Teachers, AFL-CIO, was elected to represent the faculty. This action occurred subsequent to the beginning of the reduction deliberations and thus was not a force to be reckoned with in the reduction process.

In late 1979, it was apparent that an additional reduction of 19.50 FTE faculty would be necessary to reach the targeted average faculty salary for the 1980-81 fiscal year. In contemplating the possible alternatives the administration quickly reached the decision that termination of only non-tenured faculty members and the freezing of vacant positions did not serve the best interests of the university and its students. What was needed was a solution that would preserve the viability and integrity of the University's programs and services. Under the current faculty bargaining contract the retrenchment options available were clearly defined. The President initially proposed that the reduction be accomplished by a combination of program discontinuance, attrition and, if need be, curtailment. Upon examination of data furnished by Institutional Research it was found that curtailment, under the terms of the contract, was not a feasible alternative and because it was not felt that attrition was neither predictable or reliable, the final recommendation was that the reductions be accomplished by program discontinuance. Acting under the clauses contained within the contract the administration reviewed all departments and sub-disciplines within the departments to determine where the reductions could be made.

In targeting possible candidates for curtailment or elimination, the administration reviewed all of the program areas with the following conditions in mind:

1. Student Faculty Ratios
2. Majors
3. Graduates
4. Costs
5. Duplication
6. Quality
7. Relation to the University's mission as defined in the Role and Scope statement.

Institutional Research was called upon to provide data for several of these areas: Student Faculty Ratios, Majors, Graduates, and Costs. While these are areas contained in the APRC data on a departmental basis and which have been maintained by the office since the original reductions, it necessitated the compilation of statistics for all of the sub-disciplines areas to be reviewed. These data covering the period from Autumn 1975, were presented on a Fiscal Year basis. The effort therefore involved a conversion of the APRC data from an Academic Year to a Fiscal Year.

After administrative review it was recommended by the University President that 6 FTE positions be permanently reduced and these faculty be notified of contract non-renewal. While it was too late to give notice to these faculty members for the 1980-81 fiscal year these faculty were to be notified before June 30, 1980, that their contracts would not be renewed following the 1980-81 fiscal year and that their positions would be funded through vacancy savings during 1980-81. The remaining FTE reductions were to be achieved through frozen vacancies whereever possible and any faculty resigning unexpectedly would not be replaced unless absolutely necessary.

This then, was the recommendation forwarded to a review committee for their consideration. This committee was formed under a clause contained within the contract and was made up of three faculty members named by each of the following: The President, the Executive Committee of the Faculty Senate, the UTU, and of three students selected by the Associated Students of the University of Montana. Under the terms of the contract this review committee had 45 days to review the President's recommendation and at the conclusion of this period prepared a report concurring or disagreeing with the President's recommendation. This committee was also empowered to hear testimony and request additional information as they saw fit.

Institutional Research responded to the committee's request for a complete copy of the APRC data and an update on information supplied the President and his staff since by now Winter Quarter of 1980, had been completed. In addition, it was requested that I give testimony in regard to the information provided by Institutional Research and respond to questions concerning Summer Session FTE determinations as well as questions concerning certain exhibits in the President's proposal.

At the conclusion of the Committee's deliberation it prepared a report with different recommendations than those proposed by the President. After a period of proposal and counter-proposal by the parties an agreement was reached. This joint proposal was then forwarded to the Commissioner of Higher Education and in turn to the Board of Regents for approval. This approval was granted and the faculty were notified.

In conclusion, the involvement of Institutional Research in the faculty reduction efforts at U of M has been generally limited to a quantitative role. While at various times, the office has responded to

hypothetical questions or explored alternatives for, or with the administration, the basic task has been to assimilate data from a variety of sources and to produce a data base useful to the University administration; and at times the University community at large. The emphasis is upon accuracy and comparability. I personally feel that the office is making good progress toward broadening the data base, but more importantly perhaps, of shortening the time lag between generation of source data and the compilation of these data into a useful management data base.

Institutional Research at the University of Montana is not involved in policy decisions made by the administration except to the extent that this office provides the foundation necessary to formulate policy. The office tries to retain a neutral stance with respect to faculty and the faculty bargaining unit even though the Institutional Research operations clearly fit within the academic administration area. (We grind no axes, although at times, the temptation is great.)

A Management Information System Involving Personnel and Resources

A Presentation to the Rocky Mountain Association for Institutional Research
September 18, 1980 at Big Sky, Montana
By H. Bruce Higley and Elbert J. Eastmond, Jr.

At BYU we have approximately 26,000 students, 1,500 full- and part-time faculty members, 15 academic colleges, and nearly 100 academic departments that offer majors to students. The administration has been collecting some type of faculty load report from each of its faculty members every term for the past eighteen years. This information, together with other data collected, had been used sporadically by various University administrators over the years.

University Task Force

In December of 1974 a University Task Force was constituted with the charge to develop guidelines and procedures for a reporting and evaluation system within the framework of the University Management System. Four committees were organized within this Task Force to consider and report on the various components of an evaluation system. These four committees were in the areas of instruction, creative works and professional service, administrative data and use of resources, and administrative skills and procedures. The goal of this Task Force was to implement a management system which would integrate reporting functions and evaluation procedures that would aid faculty and administrators in the performance of their assignments and in the maximal development of their professional capabilities.

It was recognized that each member of the University had the responsibility to develop and carry out his or her own professional program within the broad framework of the University goals and in conformance with the objectives of the college and department. Agreement to the goals and objectives formulated by an individual faculty member would be accomplished through a dialogue with his or her department chairman. Within this same process of setting objectives and approving programs it was

also necessary for the faculty member and the department chairman to agree upon criteria which could be used to measure performance in his or her approved professional program.

With the establishment of objectives, programs, and performance criteria a meaningful reporting of stewardship could take place. A faculty member's activities could be reported within the functions of instruction, research and creative works, and administrative duties. It was also felt that these reporting procedures should accommodate specific achievements within these areas and at the same time conform to general reporting guidelines so that meaningful comparisons could be made between departments and colleges.

Elements of a Stewardship Reporting Procedure

A key element in the stewardship reporting procedures would be an annual report of activities and accomplishments in the areas of instruction, research and creative works, and administrative duties. This report would be reviewed in an annual personal interview between the department chairman and the faculty member which would also lead to agreement on plans for the next academic year, including professional development plans of the faculty member. Decisions and information relating to those decisions in the areas of salary and rank advancement would be conveyed to the faculty member during this annual interview.

Another necessary element was to have a monitoring device throughout the year that department chairmen could use to determine if their faculty members were performing their work in accordance with the original agreement between them and the faculty member.

A final element within this stewardship reporting procedure was to be an administrative audit that would be conducted by the central administration with the dean and his department chairmen once a year. In this audit the central administration would reveiw the accomplishments of the academic unit during the past year and make some

determinations as to whether or not they were fulfilling their objectives in a manner that would support the University's objectives.

Computerized Faculty Activity System

To facilitate the flow of information within this University Management System it was necessary to establish a computerized Faculty Activity System. The Faculty Activity System at BYU was developed to provide computer support for: (1) collecting the faculty activity data, (2) using the data in comparing cost studies, (3) supporting institutional research, and (4) making planning and management decisions. The three major phases within this system are: (1) collecting the data, (2) allocating the resources, and (3) generating the reports, or providing the information in a format that facilitates decision making.

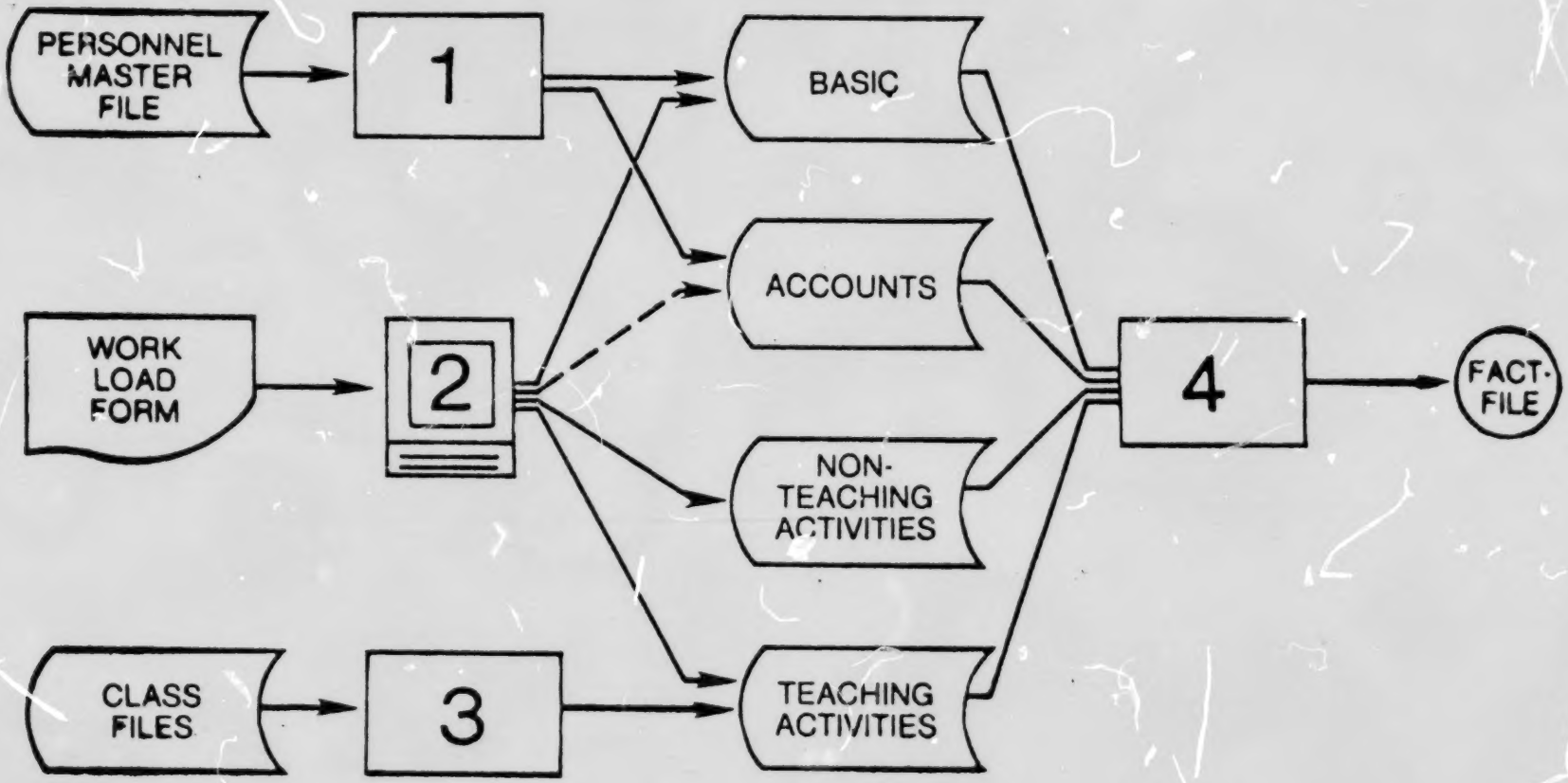
Collecting the Data

Let's look first of all at the phase of collecting the data. There are basically three types of data required by this system. They are briefly described as: (1) basic data such as name, ID number, sex, age, faculty rank, and type of contract; (2) activity data such as time spent in instruction, administration, research and scholarly efforts, course and curriculum development, student counseling and advisement, public service or any other non-teaching activities; and (3) account data which includes the amount paid to the employees for faculty activities, and identifying the accounts from which the activities are paid.

Figure 1 on the next page shows the various sources from which the specific types of data are gathered. Initially the system searches the Personnel Master File to identify all employees being paid from accounts labeled as faculty accounts. When the system encounters an employee being paid by at least one faculty account for the current semester or term it creates a basic record containing information about that employee. It also creates an account record for that employee indicating the amount

FIGURE 1

SOURCES OF DATA FOR THE FACULTY ACTIVITY SYSTEM



the employee is paid during that period and which department is paying him. If the employee is paid from more than one account, an account record is created for each account and/or department paying the employee. From this basic data we generate a list of faculty members who should complete faculty activity reports, showing their name and their principal department. This becomes our check-off list as we receive faculty activity reports from each department. If there are faculty still on the list for whom we have not received a report we then go back to the department chairmen requesting a load report on that particular individual. Figure 2 on Page 6 shows the faculty activity report form which we use at Brigham Young University and which is filled out by each faculty member who is paid from a faculty account. The information from each faculty load report is keyed into a computer terminal and the system quickly allocates an individual's activity into teaching, other academic support services, administrative functions or professional service, and research or other creative activities.

A third source of information as indicated on Figure 1, is from the class files. At the same time that the basic record is being created and accounts that pay the faculty are being identified, all courses listed in the class scheduling file as being taught by the faculty member are also put on his record. When terminal operators take a faculty member's activity report and use the basic data at the top of the report they can call onto the screen the faculty member's basic record which was previously created. They can modify any of the classes shown on the record being taught by that faculty member, or they can delete any of the classes, or they can add classes which are not on the record. As an example, a faculty member might indicate that his total effort in instruction is divided between the two classes he is teaching. In addition, he would also indicate whether he is sharing the teaching assignment of each class with another instructor and if so in what way. If he shares the teaching assignment with another instructor he may be teaching half of the students for the entire semester or he may be

FIGURE 2

FACULTY ACTIVITY REPORT for _____ **Semester/Term 19** _____ 20

Name _____ Social Security No. _____

College _____ Principal Dept. _____

☐ Full time Faculty ☐ Part time Faculty ☐ Student instructor ☐ Teaching Assistant ☐ Administrator Teaching Part-time

INSTRUCTIONS: Before filling out Faculty Activity Report, please read instructions on back of form.

I. PERCENT TIME SPENT IN TEACHING: Include all courses with which you have any regular assignment. Please list those in your own department first, followed by those in other department's. Include with teaching the percent of your time spent in meeting the class, preparing lectures, and grading papers, as well as your time spent out of class counseling with or assisting students with their course work. Evening courses which are not part of your regular load, and for which you receive extra compensation should be reported in section VI below. In appropriate columns enter clock hours per week support from student assistants and time card personnel assigned to you. See additional instructions for Section I on back of form.

Department	Course Number	Section	Team Taught	Credit Hours Act	Credit Hours Eq	Number of Students	Hrs. Week of Support: Teach Asst	Hrs. Week of Support: Time Card	% Time
SUBTOTAL									

%DISTRIBUTION TO DEPARTMENTAL PROGRAMS

Service Courses %	General Ed Courses %	Undergraduate Majors %	Graduate Majors %	Religious Instruction %

II. PERCENT TIME SPENT IN ACADEMIC SUPPORT SERVICES (not already reported in Section I)

	Teach Asts	Time Card	% Time
GRADUATE COMMITTEES = Chairmanships ☐ = Memberships ☐			
COURSE & CURRICULUM DEVELOPMENT			
STUDENT COUNSELING AND/OR ADVISING			
SUPPORT ACTIVITIES			
BYU CULTURAL AND ATHLETIC ACTIVITIES			
SUBTOTAL			

INSTRUCTIONS FOR SECTION II (See detailed instructions on back of form.)

Report only the time spent with graduate committees not already reported in Section I above.

Report time on development or revision of a course or curriculum. Report time writing text books in Section IV.

Report BYU time spent counseling students on matters not related to course work.

Include time spent on department committees, in departmental, college or university meetings, or improving teaching competency.

Include time spent in coaching athletic teams or directing dramatic or musical productions.

III. PERCENT TIME SPENT IN ADMINISTRATIVE ACTIVITIES & PROFESSIONAL SERVICE.

	Adm Asst	Time Card	% Time
ADMINISTRATION			
COMMITTEE & OTHER BYU ASSIGNMENTS			
OUTSIDE NONCOMPENSATED PROFESSIONAL SERVICE			
SUBTOTAL			

INSTRUCTIONS FOR SECTION III (See detailed instructions on back of form.)

Report only that time identified as such by department chairman.

Include only college or university-wide committees.

e.g. Editor of journal, officer in professional organization, etc.

IV. PERCENT TIME SPENT IN RESEARCH AND OTHER CREATIVE ACTIVITIES.

	Res Asst	Time Card	% Time
EXTERNALLY FUNDED PROJECTS			
BYU BUDGETED RESEARCH			
BYU BUDGETED PROFESSIONAL DEVEL...			
OTHER RESEARCH ON BYU TIME			
SUBTOTAL			

INSTRUCTIONS FOR SECTION IV (See detailed instructions on back of form.)

Report Government, Foundation, and other grants.

Include research division fellowships and grants, college or dept. funded research that has a budget number identified.

Report officially approved time only.

Include research not previously reported in above categories.

V. PRO (see instruction on back of form)

Private research organization (off-campus)

TOTAL PERCENT TIME (include Sections I-V)

VI. TIME SPENT IN ADDITIONAL COMPENSATED PROFESSIONAL ACTIVITIES. (See instructions for Section VI on back of form). Please specify activities.

Total Days

Initial after checking: Faculty Member _____ Dept. Chairman _____

cc: Res. copy—white, Dean's copy—canary, Dept. Chmn. copy—pink, Member's copy—goldenrod

Processing Completed ☐

GENERAL INSTRUCTIONS

Each person should indicate his/her average weekly load (percent distribution of time) for the semester or term reported. (For Fall or Winter semesters, estimate second-block classes if necessary). Do not combine Spring and Summer terms on the same form. Include all University-related activities. Do not include church assignments except for compensated research or noncompensated professional service approved by the University and reported in either Section III under outside noncompensated professional service or in Section IV under externally funded research. **Do not report same time in more than one category.** Percent of time refers to **faculty** time and should total 100 percent for full-time and an appropriate fraction (as indentified in part-time contracts) for part-time faculty. In no case should the percent column total more than 100 percent for full-time or more than the appropriate fraction for part-time faculty.

This report should be completed by all full-time and part-time faculty, student instructors, teaching assistants and all administrators and staff members who teach part-time. These reports are to be submitted **by the end of the third week** of each semester or term. The first two copies should be sent to the chairman, who will forward the first copy to the Office of Institutional Research and Planning. The copy retained by the faculty member will aid in preparation of the annual report. The information provided to the department and to Institutional Research will be used in the preparation of the departmental summary report, allowing a calculation of the distribution of faculty time to departmental programs as well as to the academic functions (teaching, academic support services, administration, and research).

INSTRUCTIONS FOR SECTION I

Equivalent Credit. For ordinary assignments where you have full responsibility for a regular lecture course (including labs) or a credit laboratory course, indicate the credit hours listed for that course under the "Act" (Actual) column in Section I and put nothing in the "Eq" (Equivalent) column. Include in the latter column equivalent credit according to the following guidelines: (a) To calculate equivalent credit for noncredit courses, student teaching courses, special topics/projects, directed readings, graduate research, and thesis and dissertation courses, show one credit hour for every three clock hours spent on that course (including lecture and lab) during the week. (b) For variable credit courses, the credit value is the average of the total credits for which students have registered in that course. (c) For multiple-taught courses (more than one course taught in the same room at the same time by a faculty member) list such courses consecutively, enter the actual credit for each course in the actual column, determine the average credit for these courses, and enter the share of that average in the equivalent column for these courses. (d) For team-taught courses, put an asterisk (*) in the "Team-Taught" column. Show the actual credit value of that course in the actual column but show only your share of that credit in the equivalent column. **In no case should the equivalent credit for any course (including laboratories) exceed the actual credit earned by a student in that course, except for noncredit and certain physical education courses.** If you are sharing the students rather than the credit, put a number sign (#) in the "Team-Taught" column. Show the actual credit value, leave the equivalent column blank, and show the portion of students you teach and draw a circle around the number.

Distribution to Departmental Programs. The columns on the right are for reporting faculty effort according to departmental programs. To do this, take the percentage of time reported in the percent time column in Section I and distribute that percentage across the appropriate programs. Any method which has the approval of the department chairman may be used to determine the proportion of effort to each departmental program. One method used frequently is to ask for a show of hands from the students in each class in response to the following three questions: 1) How many are primarily in class to prepare for taking a general education evaluation (G.E. courses)? 2) How many are here because this class applies to a major in this department (undergraduate or graduate major)? 3) How many are here because this class applies to a major in another department (service course)? The total percentage of time involvement in all programs for a given activity should equal the percentage time reported in the percent time column. For example if you report a 30 percent time commitment for teaching a class which is half for undergraduate majors and half for general education, put 15 percent under each of these programs.

INSTRUCTIONS FOR SECTION II

Graduate Committees. Show the number of graduate committee chairmanships and memberships. Report only the time spent with graduate committees when the student has not registered for credit. When he has registered for credit this time should have already been reported in Section I above.

Course & Curriculum Development. Include any time spent revising a curriculum outline or developing a new course. Any writing of text books to be used in a course should be reported under Section IV.

Student Counseling and/or Advising. The time spent counseling or advising students in areas not related to the classes you are currently teaching should be reported here.

Support Activities. Report here departmental committee assignments; departmental, college, or university meetings (including forum & devotional); travel time to supervise student teaching or other academic programs; time spent in courses you are required to take to improve teaching competency (e.g. Grad. Ed. 642), or in any activities designed to improve teaching excellence.

BYU Cultural and Athletic Activities. Report any BYU time spent in coaching athletics or being involved in dramatic or musical productions, either as a director or as a participant.

INSTRUCTIONS FOR SECTION III

Administration. Time counted in administration should be limited to that which is assigned by the department chairman (e.g. administrative assistant or coordinator of an area program).

Committee and Other BYU Assignments. Include all committee assignments on college or university committees. All departmental committee assignments should have been reported under support activities in Section II.

Outside Noncompensated Professional Service. Any noncompensated professional service performed outside the University community, but as part of your total University effort, should be reported on the bottom line of this section. Examples include time spent as an officer of a professional organization, as editor of a professional journal, etc.

INSTRUCTIONS FOR SECTION IV

Externally funded projects, BYU budgeted research, and BYU budgeted professional development all refer to research programs which have a specific budget number. All nonbudgeted BYU research should be reported as "Other Research on BYU Time".

INSTRUCTIONS FOR SECTION V

Report in this section the percent time spent with a PRO (Private Research Organization). This term refers primarily to those off-campus research organizations in the Provo area (such as Eyring Research Institute, Billings Energy Corporation, etc.) which employ BYU faculty on a released time basis.

INSTRUCTIONS FOR SECTION VI

Report **all** professional activities for which you are compensated in addition to your **regular BYU assignment.** Report the number of days devoted to these activities under the column entitled "Total Days". Report activities involving less than one day (8 hours) at a time in terms of equivalent days (or fractions of a day) by dividing 8 into the number of hours spent. Activities involving a full day (8 hours or more) at a time should not be equated. Activities to be reported here include outside professional services, consulting, overload, clinical, evening classes (not previously reported in Section I as part of your regular assignment), private applied music classes, education week, etc. Include the course number and credit hours of all evening courses reported in this section.

PLEASE BE SURE THAT THE TOTAL DISTRIBUTION IN SECTIONS I-V IS A REASONABLE REFLECTION OF HOW YOU WILL PROBABLY SPEND TIME ON YOUR BYU ASSIGNMENT THIS SEMESTER OR TERM.

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teaching all of the students for half of the semester. Information exists on the faculty load report to allow the terminal operator to understand in which manner a faculty member is handling a given class.

After the data has been entered from all of the faculty load forms into the system, the teaching activities file is sorted by class and matched against the class scheduling file within the University Student Information System to pick up the total number of students registered and the total student credit hours generated in each class. It will also create a list of courses that may not have been claimed by anyone. At this point personnel within the Office of Institutional Research and Planning contact the respective departments inquiring as to who is teaching these specific courses. Data is then gathered on those courses and faculty information is entered into the system so that every course taught in a given semester or term is identified as being taught by a particular faculty member.

Once all of this information is compiled, the system can allocate the dollars from each of the accounts across the activities specified by each faculty member. Then a cost per student credit hour can be computed together with dollars expended in any non-teaching activity including academic support, administrative reponsibilities, research, etc. All of this data is consolidated onto a "Fact File".

Generating The Reports

The system now moves into the third major step; that of formating the data into various management information reports that can be used by department chairmen, deans, and the central administration. Figure 3 on the following page graphically depicts the sources and files used by the system to generate these management reports.

One of the first major reports generated by the system is a detailed allocation report. A sample of this report is shown in Figure 4 on page 9. This report lists each employee within an academic department and shows his activities and costs according to the type of activity. The employees are listed in alphabetic order according to their

FIGURE 3

SOURCES AND FILES USED TO GENERATE MANAGEMENT REPORTS

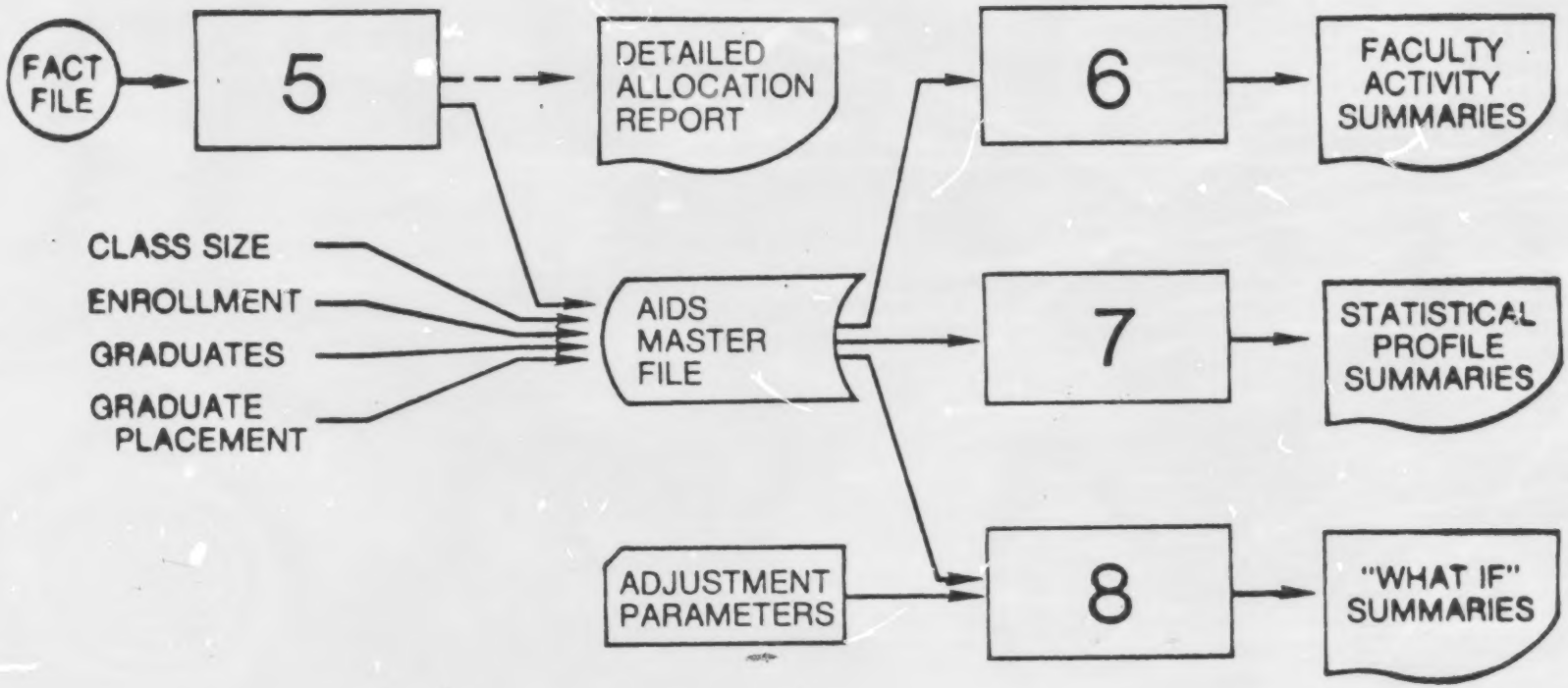

FIGURE 4

DETAILED ALLOCATION REPORT

04 FEB 1988 — FACULTY FTE DISTRIBUTION — PAGE 68
COLLEGE COLLEGE NAME XX — DEPT. DEPTX — DEPARTMENT NAME XXXXXX — YEAR-TERM TO 1

NAME OF EMPLOYEE		DEPT TOTAL FTE	TEACHING: IN THIS DEPARTMENT CCH	FTE TEACH	LOWER DIV	UPPER DIV	GRAD. DIV	TEACHING: OUTSIDE THIS DEPARTMENT — IN THIS COLLEGE CCH	FTE	DEPT	OTHER COLLEGE CCH	FTE	DEPT	ACAD. SPRT	ADM. AND GEN	RESEARCH: EXT RES	ACTIVITIES BYU RES	PROF DEV	OTH- RES.	PROP RES. ORG.
EMPLOYEE NAME 01	FF	1.00	12.0	1.00	.75	.25														
EMPLOYEE NAME 02	FF	.85	5.6	.25		.22	.03				3.0	.15	REL C	.10	.50					
EMPLOYEE NAME 03	FF	1.00	9.0	.75	.75														.25	
EMPLOYEE NAME 04	FF	.75	6.0	.50	.50						3.0	.25	HON P	.25						
EMPLOYEE NAME 05	FF	1.00	12.0	.95	.95									.03	.02					
EMPLOYEE NAME 06	FF	1.00	12.0	.75	.15	.42	.18							.10					.15	
EMPLOYEE NAME 07	FF	.45	3.0	.20	.20						2.0	.15	REL C	.04	.06				.15	
											5.0	.40	HON P							
EMPLOYEE NAME 08	FF	.80	11.0	.62	.37	.25					3.0	.20	HIST	.13	.05					
EMPLOYEE NAME 09	FF	1.00	12.4	.68	.46		.22							.14	.18					
EMPLOYEE NAME 10	FF	1.00	9.0	.75	.50		.25							.05	.20					
EMPLOYEE NAME 11	FF	.95	7.7	.37	.17	.08	.12	3.0	.05	PHIL				.04	.52					
EMPLOYEE NAME 12	FF	1.00																1.00		
EMPLOYEE NAME 13	FF	.55	3.6	.38	.25	.13		2.4	.12	ASLAV									.17	
EMPLOYEE NAME 14	FF	1.00	6.0	.40	.10	.10	.20							.10			.20		.30	
EMPLOYEE NAME 15	FF	.80	7.3	.34	.32		.02	3.4	.20	GERML				.23	.08				.18	
EMPLOYEE NAME 16	FF	.90	11.8	.86	.38	.48		2.2	.10	ENGL				.04						
FULL TIME FACULTY		15.67	14.05	126.4	8.80	5.85	1.93	1.02	11.0	.47		16.0	1.15		1.27	1.61		.20	1.00	1.17
EMPLOYEE NAME 17	FF	.50	6.0	.50	.50															
EMPLOYEE NAME 18	FF	.75	13.0	.75	.13	.62														
EMPLOYEE NAME 19	FF	.50	6.0	.50	.50															
EMPLOYEE NAME 20	FF	.25	3.0	.25	.25															
EMPLOYEE NAME 21	FF	.25	3.0	.25		.25														
PART TIME FACULTY		5.00	2.25	31.0	2.25	1.38	.87													
EMPLOYEE NAME 22	TA	.50	5.0	.50		.50														
EMPLOYEE NAME 23	TA	.50	6.0	.50	.17	.33														
EMPLOYEE NAME 24	TA	.50	6.0	.50	.50															
EMPLOYEE NAME 25	TA	.50	5.0	.50		.50														
EMPLOYEE NAME 26	TA	.17	2.0	.17		.17														
EMPLOYEE NAME 27	TA	.33	4.0	.33	.33															
EMPLOYEE NAME 28	TA	.32	4.0	.32		.32					3.0	.18	HON P							
SA-TEACHERS AIDES		7.00	2.82	32.0	2.82	1.00	1.82				3.0	.18								
EMPLOYEE NAME 29	FF	.15	.7	.15		.15				TRANSFERRED FROM GERML										
EMPLOYEE NAME 30	FF	.12	.3	.12		.12				TRANSFERRED FROM SP PO										
EMPLOYEE NAME 31	FF		8.0							TRANSFERRED FROM NOSCH										
EMPLOYEE NAME 32	FF	.10	2.0	.10		.10				TRANSFERRED FROM ASLAV										
TRANSFERS		.37	11.0	.37		.37														
DEPARTMENT TOTAL		27.67	19.49	282.4	14.24	8.23	4.99	1.02	11.0	.47		19.0	1.33		1.27	1.61		.20	1.00	1.17
LESS STUDENT CCH				170.4																

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type of contract whether they are full-time faculty, part-time faculty, various types of student assistants, etc. The types of activities are listed across the page. The body of the report shows the faculty effort in terms of full-time equivalents performed by each employee within that type of activity. A companion page formated in the same manner shows the computed costs for each of the activities of the emplovee. A subtotal line is printed at the bottom of each contract group to provide totals for that group of personnel within the department. There is also a total line at the bottom of the page, representing the aggregated totals for all personnel within that academic department.

The department chairman can use this report to monitor the activities of his faculty members and determine if they are living up to the individual agreement which they made with him during their faculty interview. This allows the department chairman to make any adjustments in a faculty member's load throughout the year before he personally has to account to his dean for the performance of his unit at the end of the year.

A second valuable summary report, generated by the system, used by department chairmen shows historical as well as current data over a five year period. This report, called the Summary of Full-time Equivalent Personnel, summarizes the faculty effort in each kind of activity according to type of contract. See Figure Five on the next page. The lower right hand corner of the report shows the total of all faculty effort performed for that department by type of activity. It also shows the distribution of costs for those activities over time.

Information on the faculty resources is only a part of the data needed by college administrators in making management and planning decisions. At this point the management system can merge summary data from other historical files such as the number of class sections taught, the average sizes of these sections, student enrollments, number of degrees granted, and information about post graduation plans (how many secured employment upon graduation, how many are going onto further

FIGURE 5

SUMMARY OF FULL-TIME EQUIVALENT PERSONNEL
IN THE DEPARTMENT OF NAME XX

FTE PERSONNEL	WINTER SEMESTER 1975	1976	1977	1978	1979
1FT FACULTY (HEADS)	(11.7)	(13.7)	(12.7)	(12.2)	(15.6)
2 TCH IN OWN DEPT	8.8	8.3	8.6	8.0	8.6
3 OTHER DPT IN COL	.6	1.3	1.3	.6	.5
4 OTHER COLLEGE	.7	1.4	.9	.5	1.2
5 ACAD SUPPORT SVC	.2	.8	.7	.7	1.3
6 ADMINISTRATION	.8	1.3	1.5	1.7	1.6
7 EXT FUNDED RSRCH	--	--	--	--	--
8 BYU BUDGET RSRCH	1.4	.1	.5	--	.2
9 PROF DEVELOPMENT	--	1.0	.2	.9	1.0
10 OTHER RESEARCH	--	1.5	1.0	1.8	1.2
11 PRO-NOT IN TOTAL	--	--	--	--	--
12 TOTAL FTE	11.7	13.7	12.7	12.2	15.6
13PT FACULTY (HEADS)	(4.0)	(4.0)	(5.0)	(5.0)	(4.9)
14 TCH IN OWN DEPT	1.9	2.0	2.7	2.6	2.2
15 OTHER DPT IN COL	--	.2	.2	--	--
16 OTHER COLLEGE	.4	.1	--	--	--
17 ACAD SUPPORT SVC	--	.1	.1	--	--
18 ADMINISTRATION	--	--	--	--	--
19 BYU FUNDED RSRCH	--	--	--	--	--
20 OTHER RESEARCH	--	--	--	--	--
21 TOTAL FTE	2.3	2.4	3.0	2.6	2.2
22GRAD INTRN(CONTR)	(2.0)	(2.0)	(1.0)	(3.0)	(2.0)
23TOT INSTR (CONTR)	(*)	(*)	(10.0)	(12.0)	(5.0)
24TCH ASSTS (CONTR)	(11.0)	(8.0)	(3.0)	(--)	(--)
25TCHR AIDS (CONTR)	(--)	(2.0)	(1.0)	(1.0)	(--)
26RSRCH AIDS (CONTR)	(--)	(--)	(--)	(--)	(2.0)
27ADMIN AIDS (CONTR)	(--)	(--)	(--)	(--)	(--)
28TOT OF LINES 22-27	(13.0)	(12.0)	(17.0)	(16.0)	(9.0)
29 TCH IN OWN DEPT	3.4	3.3	4.9	4.4	2.8
30 OTHER DPT IN COL	--	--	--	--	--
31 OTHER COLLEGE	--	--	--	.1	--
32 ACAD SUPPORT SVC	--	.5	.2	.5	--
33 ADMINISTRATION	--	--	--	--	--
34 BYU BUDGET RSRCH	.5	.5	.8	.8	.5
35 TOTAL FTE	3.9	4.3	5.9	5.8	3.3
36TIME CARD (HEADS)	(3.0)	(3.0)	(2.0)	(3.0)	(3.0)
37 TCH IN OWN DEPT	--	--	--	--	--
38 OTHER DPT IN COL	--	--	--	--	--
39 OTHER COLLEGE	--	--	--	--	--
40 UNSPEC NON-TEACH	1.0	1.2	.3	1.2	1.2
41 TOT FTE TIMCARD	1.0	1.2	.3	1.2	1.2

FTE PERSONNEL	WINTER SEMESTER 1975	1976	1977	1978	1979
42POST DOCT (HEADS)	(--)	(--)	(--)	(--)	(--)
43 EXT FUNDED RSRCH	--	--	--	--	--
44ADMIN STAFF (HEADS)	(--)	(--)	(--)	(--)	(--)
45 TCH IN OWN DEPT	--	--	--	--	--
46 OTHER DPT IN COL	--	--	--	--	--
47 OTHER COLLEGE	--	--	--	--	--
48 UNSPEC NON-TEACH	--	--	--	--	--
49 TOT FTE ADMIN	--	--	--	--	--
50FT STAFF (HEADS)	(1.0)	(1.0)	(2.0)	(1.0)	(1.0)
51 TCH IN OWN DEPT	--	--	--	--	--
52 OTHER DPT IN COL	--	--	--	--	--
53 OTHER COLLEGE	--	--	--	--	--
54 UNSPEC NON-TEACH	1.0	1.0	2.0	1.0	1.0
55 TOT FTE STAFF	1.0	1.0	2.0	1.0	1.0
56TRANS FRM OTHR DPTS					
57 WITHIN COLLEGE	1.7	1.6	1.9	.6	.7
58 OUTSIDE COLLEGE	.2	.3	.7	.3	--
59 TOTAL FTE	1.9	1.9	2.6	.9	.7
60TOT HEADS&CONTRACTS	(32.7)	(33.7)	(38.7)	(37.2)	(33.5)
61 TEACHING	15.2	13.5	16.8	13.9	14.3
62 ACAD SUPPORT SVC	.2	1.4	1.0	1.2	1.3
63 ADMINISTRATION	.8	1.3	1.5	1.7	1.6
64 EXT FUNDED RSRCH	--	--	--	--	--
65 BYU BUDGET RSRCH	1.9	.6	1.3	.8	.7
66 PROF DEVELOPMENT	--	1.0	.2	.9	1.0
67 OTHER RESEARCH	--	1.5	1.0	1.8	1.2
68 UNSPEC NON-TEACH	2.0	2.2	2.3	2.2	2.2
69 PRO(NOT IN TOTAL)	--	--	--	--	--
70 TOT FTE PERSONNL	20.1	21.5	24.1	22.5	22.3
71SEMESTER SALRY DIST					
72 TEACHING	83432	76509	98149	102643	114031
73 ACAD SUPPORT SVC	1492	8703	8424	8880	12202
74 ADMINISTRATION	6898	11998	13699	18678	17864
75 EXT FUNDED RSRCH	--	--	--	--	--
76 BYU BUDGET RSRCH	11095	2100	8968	2700	4015
77 PROF DEVELOPMENT	--	6908	1896	8176	9427
78 OTHER RESEARCH	--	10983	9093	17966	10776
79 UNSPEC NON-TEACH	2913	3137	4193	4066	4594
80 TOTAL SALARY	106838	123338	137961	156981	172909

*INCLUDED WITH LINE 24. DATA IS NOT AVAILABLE TO SEPARATE STUDENT INSTRUCTORS FROM TEACHING ASSISTANTS DURING YEAR INDICATED.

schooling, etc.). With this additional data, the system can generate what we call a Statistical Profile Report for each department and college. This report goes to the department chairman for his department and to the dean for each of the departments within his college together with a college summary. Figure 6 on page 13 is a sample of the Statistical Profile Summary Report. The data provided by this report includes total faculty effort in terms of full-time equivalent faculty, the student faculty ratio, the cost per student credit hour, the student credit hours generated, the number of full-time equivalent students, the number of degrees granted, the number of students enrolled, the number of class sections taught, and the average size of these sections. By extracting this data from a historical data bank it is easy to produce this report showing comparisons between current data and previous years.

A Model To Answer "What If?" Questions

One of the major problems facing any administrator is that of trying to forecast what might happen in the future if certain changes were to take place. This system has the capability of not only drawing data from the historical files but also being able to generate or adjust the data based on a hypothetical change. For example, if discussions were taking place concerning the realignment of departments within a given college or colleges or creating a new college from taking certain departments out of existing colleges, this data could be generated to show the results of a new alignment historically and then projected for future trends.

Visual Line Trends

Another aid for managers of this data is to be able to quickly visualize trends. By taking the same data from the historical data base we can produce visual line graphs such as those shown in Figures 7, 8, and 9, starting on page 14. This data, in particular, is very useful to central administration as they prepare for their college audits with the individual academic units.

FIGURE 6

STATISTICAL PROFILE - DISTRIBUTION OF RAW DATA

DEPARTMENT XXXXX

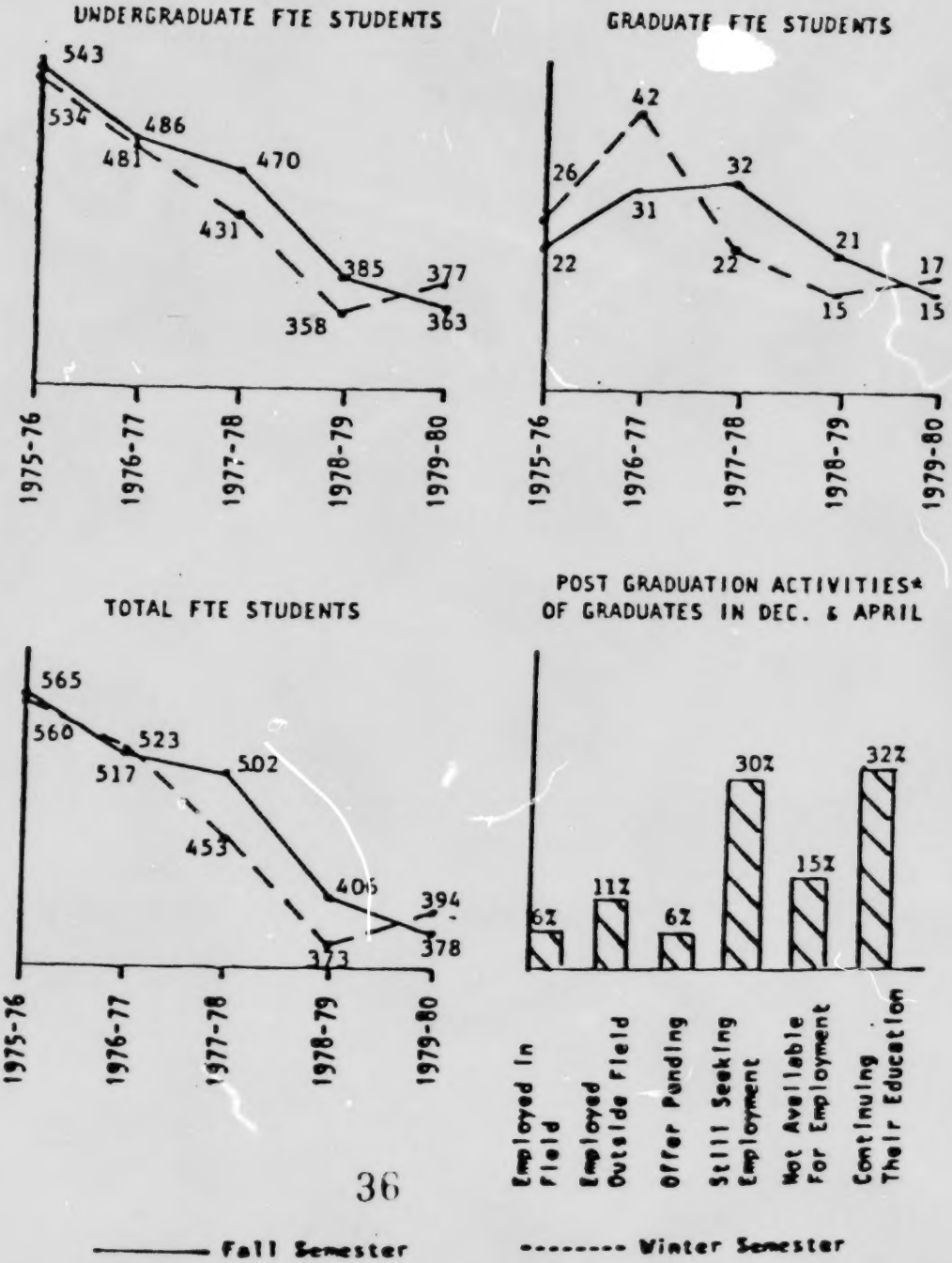
	GRADUATES, MAJORS AND COURSE ENROLLMENTS	WINTER SEMESTER 1976	1977	1978	1979	1980
2	DEGREES GRANTED:	3	156	141	136	138
3	UNDERGRADUATE	----	153	141	133	137
4	GRADUATE	3	3	----	3	1
5	MAJORS:	1166	1141	1363	1329	1231
6	UNDERGRADUATE	1177	1134	1355	1318	1208
7	GRADUATE	9	7	8	11	23
8	DAY CLASSES:					
9	#TAUGHT FOR CREDIT	72	82	92	97	149
10	#REG. IN CR. COURSE	1392	1828	2110	2031	3087
11	AVERAGE CLASS SIZE	19.3	22.3	22.9	20.9	20.7
12	SCH & FTE STUDENTS					
13	DAY SCH PRODUCED:					
14	IN COLLEGE*	8425.0	9300.8	9054.0	8690.0	8919.1
15	BY COLLEGE PERS.**	8299.5	8983.8	8842.0	8666.0	8819.0
16	DAY FTE STUDENTS PROD:					
17	IN COLLEGE*	565.7	623.4	607.4	584.3	601.4
18	BY COLLEGE PERS.**	557.3	602.2	593.3	582.6	594.6
19	PERSONNEL & ASSIGNMENTS					
20	FTE F.T. FACULTY	33.0	36.0	34.0	36.0	34.9
21	FTE P.T. FACULTY	1.5	1.4	2.1	2.6	3.6
22	FTE STDT ASSTS/GRAD IT.	3.1	2.7	2.3	3.6	1.0
23	FTE P.T. TIME CARD	3.4	4.1	3.8	5.0	4.2
24	FTE POST DOCT. FELLOW.	----	----	----	----	----
25	FTE ADMIN. STAFF	----	----	----	----	----
26	FTE STAFF	2.0	2.0	2.0	2.0	1.0
27	FTE FROM OTHER DEPT.&	.3	1.0	1.2	.4	.8
28	FTE TO OTHER DEPT (-)&	----	----	.5	.1	.4
29	TOT FTE USED BY DEPT+	43.3	47.2	44.9	49.9	45.1
30	TOT FTE OF DEPT PER++	43.0	46.2	44.2	49.6	44.7
31	FTE F.T. FAC. FOR:					
32	TCH. IN OWN DEPT.	23.1	26.3	24.9	25.0	24.7
33	TCH. IN COLLEGE	----	----	----	----	.2
34	TCH. OTHER COLLEGE	----	----	.1	.1	.2
35	ACAD. SUPPORT SERV.	4.2	5.1	4.5	6.0	5.6
36	ADMINISTRATION	3.1	1.7	1.0	2.7	1.3
37	EXT.FUNDED RESEARCH	.2	----	.1	----	----
38	BYU BUDGETED RES.**	2.4	2.9	3.4	2.2	2.9
39	FTE OF TOT. PERS. FOR:					
40	TEACHING	25.5	28.7	27.3	30.2	29.6
41	ACAD. SUPPORT SERV.	6.5	6.7	7.3	6.3	6.1
42	ADMINISTRATION	3.1	1.7	1.0	3.2	1.3
43	EXT. FUNDED RESEARCH	.2	----	.1	----	----
44	BYU BUDGETED RES.**	2.6	4.0	3.4	3.2	2.9
45	UNSPEC. NON-TCH. FUNC.	5.4	6.1	5.8	7.0	5.2
46	STD/TCH. FTE F.T. FAC.	22.5	22.4	22.1	19.9	21.3
47	STD/F.T. FACULTY	15.7	16.3	16.2	13.9	15.3
48	STD/TCH. FTE TOT. PERS.	22.2	21.7	22.2	19.3	20.3
49	CCH/TCH. FTE F.T. FAC.	16.8	11.6	15.5	20.2	21.6
50	CCH/F.T. FACULTY	11.8	8.4	11.4	14.1	15.4
51	CCH/TCH. FTE TOT. PERS.	16.1	11.0	15.3	20.0	20.2
52	DIRECT TEACH. COST/SCH	21.53	24.55	31.35	37.26	41.03

*LINES 14&17 INCLUDE (SCH STD) PRODUCED IN THIS DEPT BY PERS. FROM OTHER DEPTS.
**LINES 15&18 INCLUDE (SCH ST) PRODUCED IN OTHER DEPTS. BY THIS DEPT PERS.
&BOTH INSIDE AND OUTSIDE OF COLLEGE.
+TOTAL ON LINE 29 INCLUDES THE SUM OF LINES 20 THROUGH 27 MINUS LINE 28.
++TOTAL ON LINE 30 INCLUDES THE SUM OF LINES 20 THROUGH 26.
**WHEN THIS NOTATION APPEARS IN PLACE OF A NUMBER IT MEANS THERE WERE 0.05 FTE FACULTY OR LESS.
**INCLUDES BYU BUDGETED RSRCH, PROF. DEV. AND OTHER RESEARCH.

FIGURE 7

DEPARTMENT

STUDENT TRENDS:
FALL & WINTER SEMESTERS



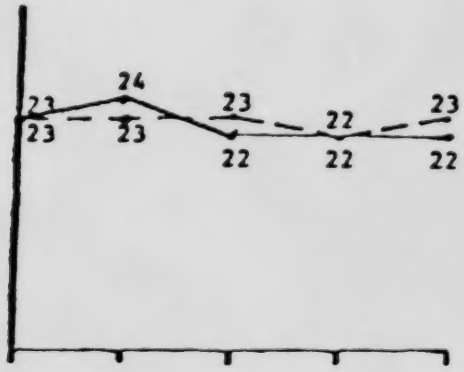
*Based on 63 % of graduates who responded to the Survey.

FIGURE 8

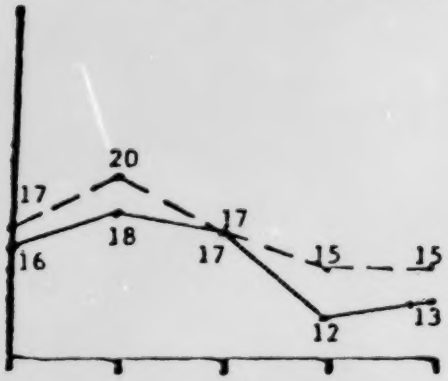
DEPARTMENT

FACULTY TIME ALLOCATION: FALL & WINTER

FULL TIME FACULTY (FTE)



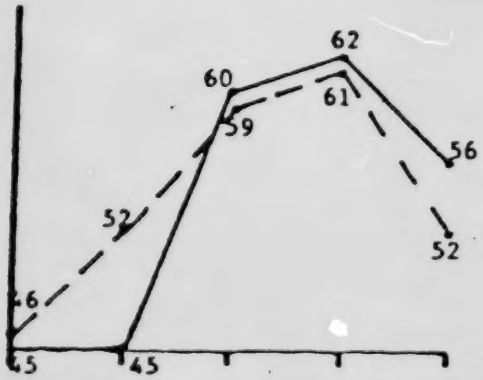
OTHER PERSONNEL (FTE)



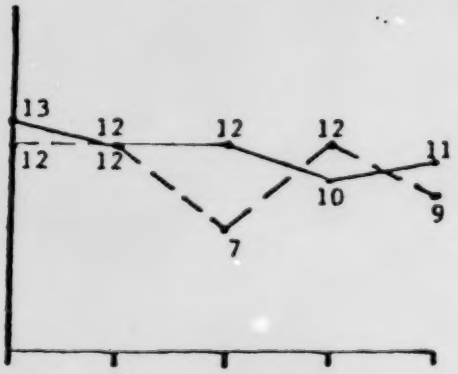
The number in parentheses is the ratio of FTE OTHER PERSONNEL to FTE FULL TIME FACULTY.

Year	FALL	WINTER
75-76	(0.7)	(0.7)
76-77	(0.7)	(0.9)
77-78	(0.8)	(0.7)
78-79	(0.6)	(0.7)
79-80	(0.6)	(0.6)

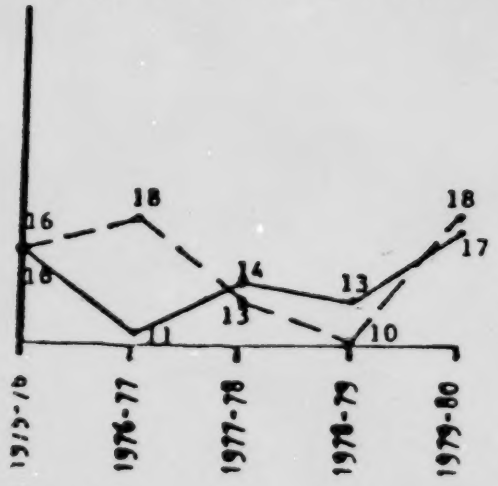
% OF FULL TIME FACULTY EFFORT IN TEACHING



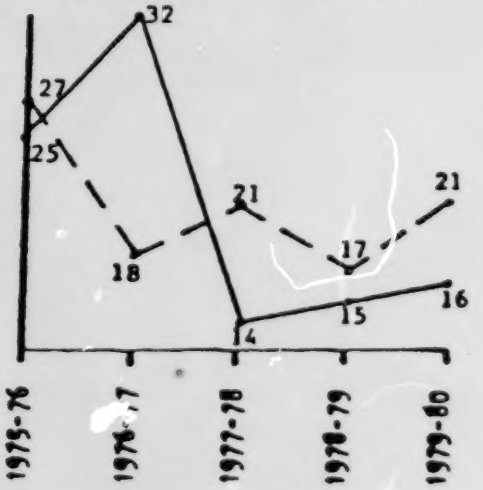
% OF FULL TIME FACULTY EFFORT IN ADMINISTRATION



% OF FULL TIME FACULTY EFFORT IN ACADEMIC SUPPORT SERVICES



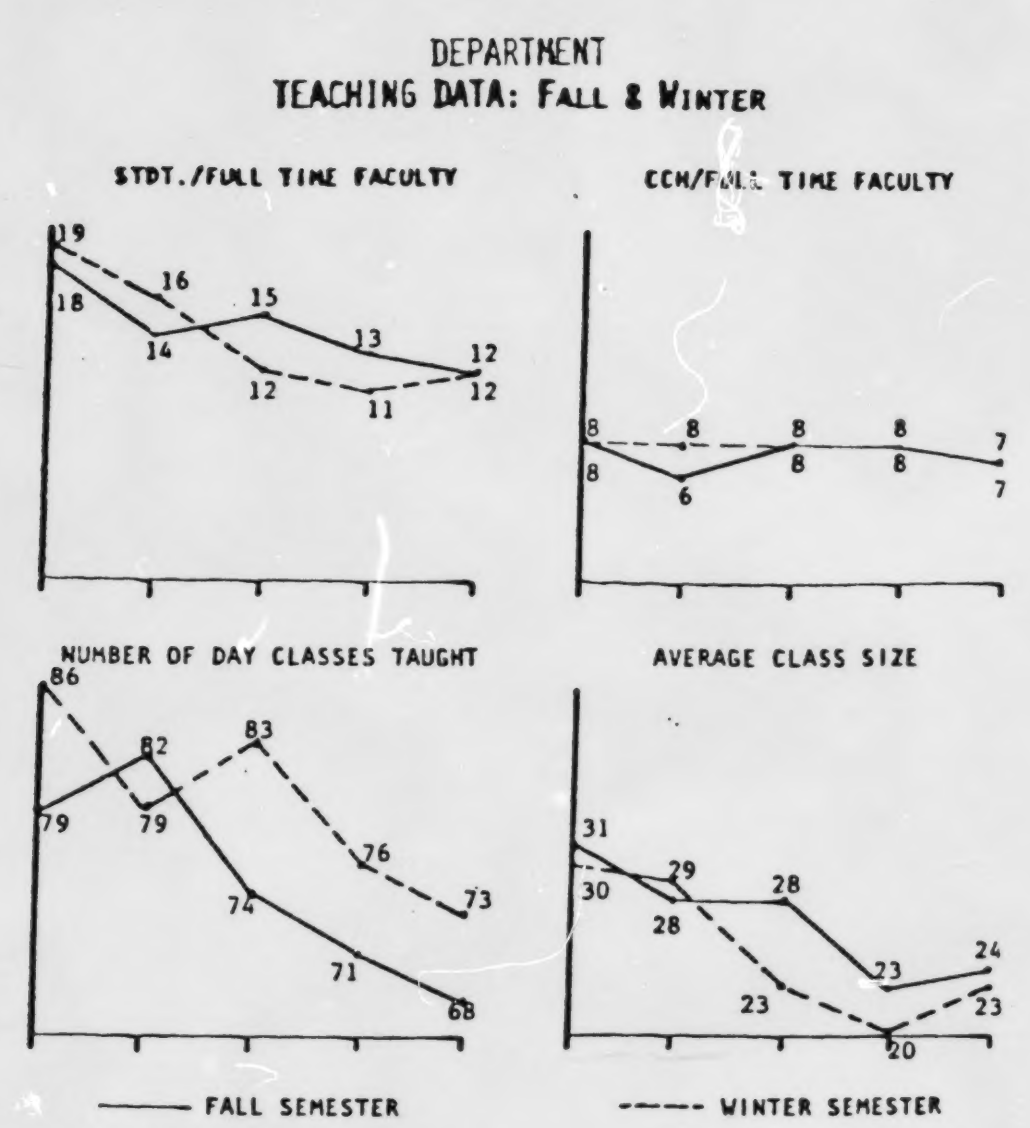
% OF FULL TIME FACULTY EFFORT IN RESEARCH & PROF. DEV.



——— Fall Semester

-------- Winter Semester

FIGURE 9


DEPARTMENT
TEACHING DATA: FALL & WINTER
STDT./FULL TIME FACULTY
19
16
18
15
14
13
12
12
11
12
CCH/FULL TIME FACULTY
8
8
8
8
7
8
6
8
8
7
NUMBER OF DAY CLASSES TAUGHT
86
82
83
79
79
76
73
74
71
68
AVERAGE CLASS SIZE
31
29
30
28
28
23
24
23
23
20
FALL SEMESTER
WINTER SEMESTER
YEARLY BUDGET EXPENDITURES
COST PER STUDENT CREDIT HOUR
64
52
59
42
48
37
32
35
31
1975-76
1976-77
1977-78
1978-79
1979-80
COLLEGE
COST PER COURSE CREDIT HOUR
1706
1074
1266
1251
1270
1360
1056
1127
1088
1163
1975-76
1976-77
1977-78
1978-79
1979-80
DEPARTMENT

Summary

The Faculty Activity System at BYU has become a valuable tool for administrators at the department and college level as well as for central administration. It has helped to bring the faculty and college administrators closer together because it provides for accurate information to meet their needs regarding faculty resources. The Faculty Activity System at BYU has successfully reached its objectives which were first, to aid in stewardship accountability by helping the faculty account to their department chairman and the department chairmen to account to their college deans for their respective activites; and through them to the University's administration. Secondly, it provides computer support for collecting the faculty activity data accurately and quickly. Finally, it uses the data for producing cost studies, supporting institutional research, providing information to the central administration for planning and management decisions, and creating a base to project future trends.

Hegis Surveys and the New HEGIS Taxonomy

Marjorie O. Chandler, Acting Director of the Division of Postsecondary and Vocational Education Statistics, of the National Center for Education Statistics, outlined the new HEGIS format to be implemented during the coming four years.

The current HEGIS taxonomy of subject areas is a four digit numerical system to code subject areas (e.g., accounting = 0502) and similar types of information. Since its development in 1968 it has been widely used to report enrollment by student majors, faculty employment and salaries by general academic field, and costs per full-time equivalent student. It has also been used in campus personnel files, even to the point of coding the area of each faculty member's highest academic degree, as well as the subject area in which he or she is primarily employed.

This widespread application is one reason for revising the taxonomy; the large number of users has resulted in numerous suggestions for reporting newly developed subject areas and for altering the structure of the code. A major push for revision also came from the nation's community colleges, which must report enrollment figures not only according to the HEGIS taxonomy, but also on an entirely different taxonomy to a vocational educational data system. This revision is thus an attempt to provide for previously non-designated fields and to establish one standard taxonomy to be used for all federal statistics on postsecondary education.

The new taxonomy follows the old one in listing general subject areas followed by more specific sub areas. However, the new code contains six digits instead of four, 50 general headings rather than 30, and three rather than two levels of aggregation.

Conversion problems will exist because the new code is more detailed

than the old; a one-to-one translation is not possible (see the Otzenberger and Hample presentation material in a later section of this summary). One way crosswalks (from the new to the old codes) will be included in the forthcoming Classification of Instructional Programs, a 200 page National Center for Educational Statistics document scheduled for publication in February, 1981. A crosswalk translating the old codes into new codes would be more useful, but is unavailable because of the frequent separation of old areas into several new areas. Technical reviewers have suggested that campuses are more able than NCES to make these translations, and hence guidelines for this conversion, rather than crossover tables, are provided. The document will also contain an introductory section and an alphabetical listing of all programs in the new taxonomy.

Implementation of the new codes will occur over the next four years. Although some 7,000 preliminary copies of the new taxonomy have been distributed, NCES does not anticipate campuses using the new codes immediately.

For next year's HEGIS and VEDS reports (those being submitted during the summer and fall of 1981), campuses will have the option of using either the old or new taxonomy. An early plan called for both codes to be printed on each form, but this threatens to consume an excess amount of paper. A more likely procedure will be to ask each institution which code it would prefer to use and for NCES to then send it an appropriate version of each form. NCES will then convert these responses into one consistent (old code) data base. The new taxonomy will be used for all federal reports that require information by subject areas.

The following pages outline the proposed total five year plan and the revised summary reporting form to be used.

NATIONAL CENTER FOR EDUCATION STATISTICS

- Proposed 5-Year HEGIS Survey Plan
- HEGIS Fall Enrollment 1980: Summary Page for 4-Year Institutions
- HEGIS Fall Enrollment 1980: Summary Page for 2-Year Institutions
- HEGIS Earned Degrees Conferred: Plan for Revised Column Heads for Future Surveys of Awards Below the Baccalaureate

Marjorie O. Chandler
Acting Director, Division of
Postsecondary and Vocational
Education Statistics, NCES

Conference of
Rocky Mountain Association
For Institutional Research

September 17-19, 1980

National Center for Education Statistics

Proposed 5-Year HEGIS Survey Plan

Survey Title	1980	1981	1982	1983	1984
Institutional Characteristics of Colleges and Universities	U	U	U	U	U
Fall Enrollment and Compliance Report	U (R/E)	U	U (R/E)	U	U (R/E)
Degrees and Other Formal Awards Conferred	U	U (R/E)	U	U (R/E)	U
Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty	U	U	U	U	U
Financial Statistics of Institutions of Higher Education	U	U	U	U	U
Inventory of College and University Physical Facilities		U			U
Residence and Migration of College Students		U		U	
Noncredit Adult Education Activities in Colleges and Universities	S		S		S
College and University Libraries		U		U	

S = Survey of a sample
U = Survey of the universe
R/E = Racial/Ethnic data included

NAME OF INSTITUTION: 4-YEAR INSTITUTIONS

INSTITUTION CODE NUMBER:

DUE DATE: November 15, 1980

FORM APPROVED
FEDAC NO. R 13
APPROVAL EXPIRES 7/82

9999 – Summary (total enrollment)

ALL STUDENTS ENROLLED (for credit)	LINE NO.	NON-RESIDENT ALIEN MEN (1)	NON-RESIDENT ALIEN WOMEN (2)	BLACK NON-HISPANIC MEN (3)	BLACK NON-HISPANIC WOMEN (4)	AMERICAN INDIAN OR ALASKAN NATIVE MEN (5)	AMERICAN INDIAN OR ALASKAN NATIVE WOMEN (6)	ASIAN OR PACIFIC ISLANDER MEN (7)	ASIAN OR PACIFIC ISLANDER WOMEN (8)	HISPANIC MEN (9)	HISPANIC WOMEN (10)	WHITE NON-HISPANIC MEN (11)	WHITE NON-HISPANIC WOMEN (12)	TOTAL (sum of columns (1) through (12)) MEN (13)	TOTAL (sum of columns (1) through (12)) WOMEN (14)	FTE OF PART-TIME (15)
I. FULL-TIME STUDENTS																
A. Undergraduates, total	01															
1. First-time freshmen	02															
2. Other first-year	03															
3. Second-year	04															
4. Third-year	05															
5. Fourth-year and beyond	06															
B. Unclassified students, total	07															
1. Undergraduate level	08															
2. Postbaccalaureate level	09															
C. First-professional students	10															
D. Graduate students, total	11															
1. First-time graduates	12															
2. All other graduates	13															
TOTAL FULL-TIME STUDENTS	14															
II. PART-TIME STUDENTS																FTE OF PART-TIME
A. Undergraduates, total	15															
1. First-time freshmen	16															
2. All other undergraduates	17															
B. Unclassified students, total	21															
1. Undergraduate level	22															
2. Postbaccalaureate level	23															
C. First-professional students	24															
D. Graduate students, total	25															
1. First-time graduates	26															
2. All other graduates	27															
TOTAL PART-TIME STUDENTS	28															
III. GRAND TOTAL, ALL STUDENTS	29															

CERTIFICATION

I CERTIFY that the information given above is complete, true, and correct to the best of my knowledge and belief. *(A willfully false statement is punishable by law, U.S. Code, Title 18, Section 1001.)*

NAME OF PERSON FURNISHING INFORMATION

TITLE

DATE

SIGNATURE

TELEPHONE: AREA CODE | NUMBER | EXTENSION

44

36

45

NAME OF INSTITUTION: TWO-YEAR INST.

INSTITUTION CODE NUMBER

DUE DATE: November 15, 1980

FORM APPROVED
FEDAC NO. R 13
APPROVAL EXPIRES 7/82

9999 – Summary *(total enrollment)*

ALL STUDENTS ENROLLED (for credit)	LINE NO.	NON-RESIDENT ALIEN MEN (1)	NON-RESIDENT ALIEN WOMEN (2)	BLACK NON-HISPANIC MEN (3)	BLACK NON-HISPANIC WOMEN (4)	AMERICAN INDIAN OR ALASKAN NATIVE MEN (5)	AMERICAN INDIAN OR ALASKAN NATIVE WOMEN (6)	ASIAN OR PACIFIC ISLANDER MEN (7)	ASIAN OR PACIFIC ISLANDER WOMEN (8)	HISPANIC MEN (9)	HISPANIC WOMEN (10)	WHITE NON-HISPANIC MEN (11)	WHITE NON-HISPANIC WOMEN (12)	TOTAL (Sum of columns (1) through (12)) MEN (13)	TOTAL (Sum of columns (1) through (12)) WOMEN (14)	FTE OF PART-TIME (15)
I. FULL TIME STUDENTS																
A. Undergraduates, total	01															
1. First-time freshmen	02															
2. Other first-year	03															
3. Second-year	04															
B. Unclassified students, total	07															
TOTAL FULL-TIME STUDENTS	14															
II. PART-TIME STUDENTS (enrolled for credit)																FTE OF PART-TIME
A. Undergraduates, total	15															
1. First-time freshmen	16															
2. All other undergraduates	17															
B. Unclassified students, total	21															
TOTAL PART-TIME STUDENTS	28															
III. GRAND TOTAL, ALL STUDENTS	29													41		

CERTIFICATION

I CERTIFY that the information given above is complete, true, and correct to the best of my knowledge and belief. *(A willfully false statement is punishable by law, U.S. Code, Title 18, Section 1001.)*

NAME OF PERSON FURNISHING INFORMATION

TITLE

DATE

SIGNATURE

TELEPHONE

AREA CODE | NUMBER | EXTENSION

46

37

EARNED DEGREES CONFERRED: SUB-BACCALAUREATE AWARDS

CURRENT COLUMN-HEADS

PART C. DEGREES AND AWARDS BASED ON LESS THAN 4 YEARS OF WORK BEYOND HIGH SCHOOL, 1979-80 – Continued													
CODE	PROGRAM	LINE NO. (Circle if new this year)	PROGRAMS OF 2 OR MORE YEARS, BUT LESS THAN 4 YEARS								PROGRAMS OF AT LEAST 1 YEAR, BUT LESS THAN 2 YEARS	
			WORK WHOLLY OR CHIEFLY CREDITABLE TOWARD A BACHELOR'S DEGREE				WORK NOT WHOLLY OR CHIEFLY CREDITABLE TOWARD A BACHELOR'S DEGREE					
			ASSOCIATE DEGREE		OTHER FORMAL RECOGNITION (without associate degree)		ASSOCIATE DEGREE		OTHER FORMAL RECOGNITION (without associate degree)			
			MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)

FUTURE COLUMN-HEADS

DRAFT

Code	Curriculum	Curriculums of 2 or More Years, But Less Than 4 Years				Curriculums Of At Least 1 Year, But Less Than 2 Years	
		Associate Degree		Other Formal Recognition (without associate degree)			
		Men	Women	Men	Women	Men	Women
(1)	(2)	(4)	(5)	(6)	(7)	(8)	(9)

IMPLEMENTING THE NEW HEGIS TAXONOMY

Stephen R. Hample
Stephen J. Otzenberger
Montana State University

The new HEGIS taxonomy will mandate extensive modification of MSU's data bases, both those containing enrollment information and those used in personnel administration. This presentation is a report on our early examination of the impact on one portion of the personnel data base.

Although the HEGIS taxonomy is most heavily used in reporting students by major and student credit hour production by department, MSU also uses it to classify faculty members by major field of instruction (a "home department" designation is separately maintained) and to record the areas in which the faculty member's degrees were earned. The HEGIS classification of faculty members takes on importance when faculty salaries are based on field differentials. At MSU the results of the Oklahoma salary study, showing average salaries by HEGIS field, is one factor used to determine individual faculty salaries. The HEGIS taxonomy has also been used in Montana to study student faculty ratios by field and to then allocate resources among the units of the state system. Thus, the HEGIS taxonomy plays at least two vital roles in our funding process and for this reason we have taken an early interest in its revision.

Differences between the old and new taxonomies may already be known to many of you and may be covered by others. We will simply note three items which seem important to us: 1) The finer detail of the new taxonomy precluded a simple one-to-one crossover table;

2) The six digit vs. four digit structure will require changes in our computer files and in those programs which access those files; and 3) some problems may arise in classifying our four-year technology areas which are not really comparable to most vocational technical courses. (Problems in cost comparisons of technical courses have existed in the past.)

We wish to direct attention today to implementation procedures for applying the HEGIS codes for personnel purposes (and to leave its application to student records as a separate topic). We have learned that the assignment of a HEGIS classification is a sensitive process which is best approached through proper channels. Faculty members may consider themselves as experts in a new, unclassified field (e.g. biomathematics) and may object to being classified by someone else under an existing and perhaps imprecise HEGIS code. Faculty self-classification is also impractical if salaries are influenced by the classification. Faculty members soon discover which specialties command a premium salary and the faculty distribution would soon show a rapid shift from general fields to specialized areas. Classifications are not clear-cut, particularly when a faculty member's terminal degree may differ from a large portion of his more specialized coursework or from the field in which he is currently most active. For these reasons we require the department head to confer with each faculty member and to assign a tentative classification. Because the choice of certain HEGIS codes could affect the average salary of the department and the department's other funding, the proposed HEGIS code is included on the appointment form used to generate faculty contracts and is, therefore, reviewed not only by the department head, but also by the appropriate dean and the academic

vice president.

(Editor's Note: At this point, Steve Hample yielded the floor to Steve Otzenberger who described MSU's pilot project to convert its personnel data base to the new taxonomy.)

This description of MSU's current trial conversion will be based on three overhead transparencies, the first of which is the basic personnel form, (Figure 1) used to generate faculty contracts and payroll checks. (Figures 1, 2 and 3 appear at end of text.)

Two areas on this (the job code and the degree speciality codes) use the HEGIS taxonomy.

The second overhead transparency (Figure 2) is of a crosswalk from the new to the old taxonomy. Although many entries exhibit a one to one correspondence, several (e.g. Higher Education, General) must be split into more than one of the new entries.

The third overhead transparency (Figure 3) displays a portion of a computer-generated conversion guide developed by MSU. The computer program simply groups all faculty in the data base by each member's home department and then uses the current crosswalk to suggest possible new HEGIS codes. The resulting list, as shown in Figure 3, is separated by academic department and provided to each department head. As indicated previously, the department head then consults with each faculty member and forwards through appropriate channels, a new HEGIS code for each faculty member.

This pilot test has been conducted only within the MSU College of Education at this time. Our preliminary experience suggests that the transition to the new code cannot be accomplished (at least on our campus) by a simple clerical change of codes. Because of its probable widespread use, we conclude that more than minimal effort should be invested in making the conversion to the new taxonomy.

g.
2

EMPLOYEE'S NAME	SOCIAL SECURITY NUMBER		ACTIONS TAKEN	EFFECTIVE DATES START	END	P/R TYP
STEPHEN R HAMPLE	502 48 7196	063081	29	070180	063081	1

HOME DEPARTMENT		BLDG	ROOM	EMPLOYMENT ADDRESS
6605	INSTITUTIONAL RESEARCH	MH	108	MONTANA STATE UNIVERSITY

CITY	ST	ZIP	PHONE	APPOINTMENT TYPE		ACADEMIC RANK OR TITLE		CLASSIF UNION	TOTA F T
BOZEMAN	MT	59717	994-4361	1	REGENTS CONTR	52	ADJ ASST PROF		1.0

GRADE 19	STEP 20	MAJOR JOB TITLE		DATE OF TITLE	MED CONT TYPE	CONTR TERM	SALARY RATE	LONGEVITY INCR	LONGEVITY SAL NT	PERC RAT
		500030	DIRECTOR	070179	FY	12.0	28,300			

SPECIAL CONDITIONS

PAYROLL DETAIL

POS #	JOB CODE	TITLE	RESPONSIBILITY CENTER	IA	OT	PERQ'S	$ PER MO/HR	START DATE	END DATE	F T
	500030	DIRECTOR	16603	2			2358.33	070180	063081	1.0
	080552	ADJ ASST PROF, HIG	16122	2				070180	063081	

ER EMP 28	MARITAL STAT WH 29	CHECK DIST 30	TAX STATUS 31	FICA 32	W&E 33	RETIREMENT CODE	RETIREMENT AMOUNT 34	SAVINGS CODE	SAVINGS AMOUNT 35	MEDICAL INS CODE	MEDICAL INS AMOUNT 36	UNION CODE	UNION AMOUNT

SPECIAL CODE	SPECIAL AMOUNT 38	ANNUITY CODE	ANNUITY AMOUNT 39	LIFE INSURANCE CODE	LIFE INSURANCE AMOUNT 40	UNITED FUND CODE	UNITED FUND AMOUNT 41	GROUP LIFE CODE	GROUP LIFE AMOUNT 42	CREDIT UNION CODE	CREDIT UNION AMOUNT 43	OTHER CODE	OTHER AMOUNT 44	FOREIGN TAX DED AMOUNT

ADDED FEDERAL TAX 46	ADDED STATE TAX 47	DEFERRED COMP. CODE	DEFERRED COMP. AMOUNT 48	HOME ADDRESS 49	CITY 50	ST
				HODGEMAN CANYON	BOZEMAN	M

ZIP 52	PHONE 53	MARITAL STATUS 54	SPOUSE 55	BIRTHDATE 56	U.S. CITIZEN 57	RACE 58	SEX 59	DIS VET 60	VIETNAM ERA VET 61	HANDI CAPPED 62	HIGHEST ED LEVEL 63	ED DATE
59715	586-1269	M	CAROL	090747	Y	5	N					

POST SECONDARY EDUCATION

DATE 65	DEGREE 66	SPECIALTY 67		INSTITUTION 68	
0075	EDD	0805	HIGHER ED	002532	MT STATE U
0070	MA	1701	MATHEMATICS	003005	U OF ND-MC
0069	BA	2204	ECONOMICS	002990	JAMESTOWN C

DATE OF TENURE 71	TENURE STATUS 72	TENURE CREDIT DT 73	DT OF MOST REC MSU HIRE 74	MSU SVC CREDIT DT 75	LONGEVITY CREDIT DT 76	RELATED EMP 77	STEP DATE 78	LEAVE CATEG 79	LEAVE ACCRUAL CREDIT DATE 80
	NT		040178	0675		5		02	

RANK OR GRADE 69		DATE ACHIEVED
52	AJ ASST	000180

SPECIAL LICENSES 81 82

FOR PERS. USE ONLY

SENIORITY DATE

BOARD OF REGENT

MTNG	SEC	SP
10	20	

THIS IS NOT AN OFFICIAL CONTRACT OF EMPLOYMENT

ACTION REQUESTED

#	ITEM	CHANGE TO	EFFECTIVE DATE	END DATE	#	ITEM	CHANGE TO

SPECIAL CONDITIONS

NOTE CHANGES 28-59 CAN ONLY BE CHANGED BY EMPLOYEE CONTACTING PAYROLL

POS #	JOB CODE	TITLE	RESPONSIBILITY CENTER	IA	OT	PERQ'S	$ PER MO/HR	START DATE	END DATE	F T E	A

■ CHECK HERE AND ATTACH MEMO IF ADDITIONAL LINES REQUIRED FOR FUNDING SPLIT

PERSONAL INFO/RESIG	PROPER COMPLETION	POLICY COMPLIANCE	RANK & TENURE	IF RESEARCH FUNDING
EMPLOYEE DATE	DEPT HEAD DATE	52 DEAN OR V.P. DATE	V.P. FOR ACAD. A.. DATE	V.P. FOR RESEARCH D

IF CES FUNDING	IF G & C FUNDING	IF AES FUNDING	COMPLETION CHECK	APPROVAL FOR D.B. ENTRY	DATA BASE ENTRY
V.P. FOR CES DATE	G & C ADMINISTRATOR DATE	CTOR AI.. DATE	PERS CLK DATE	PERS TECHNICIAN DATE	PERS CLK D

Figure 2

CROSSWALK FROM NEW CLASSIFICATION INTO HEGIS TAXONOMY

13	Education	0800	Education
13.0101	Education, General	0801	Education, General
13.1202	Elementary Education	0802	Elementary, Education, General
13.1205	Secondary Education	0803	Secondary, Education, General
13.1203	Junior High Education	0804	Junior High School Education
13.0406	Higher Education Administration	0805	Higher Education, General
13.0606	Higher Education Research		
13.0407	Community College Education Administration	0806	Junior and Community College Education
13.0403	Adult and Continuing Education Administration	0807	Adult and Continuing Educat
13.0602	Adult and Continuing Education Research		
13.1201	Adult and Continuing Education		
13.1001	Special Education, General	0808	Special Education, General
13.0402	Administration of Special Education	0809	Administration of Special Education
13.1006	Education of the Mentally Handicapped	0810	Education of the Mentally Retarded
13.1004	Education of the Gifted and Talented	0811	Education of the Gifted
13.1003	Education of the Deaf and Hearing Impaired	0812	Education of the Deaf
13.1002	Education of the Culturally Disadvantaged	0813	Education of the Culturally Disadvantaged
13.1009	Education of the Visually Handicapped	0814	Education of the Visually Handicap
13.1012	Speech Correction	0815	Speech Correction
13.1005	Education of the Emotionally Handicapped	0816	Education of the Emotionally Handicapped
13.1010	Remedial Education	0817	Remedial Education
13.1011	Specific Learning Disabilities	0818	Special Learning Disabilities
13.1008	Education of the Physically Handicapped	0819	Education of the Physically Handicapped

Figure 3

* * * MSU PERSONNEL SERVICES MANAGEMENT REPORTING SYSTEM * * *

HEGIS CONVERSION SEP 15 80

** FOR EACH OLD HEGIS CODE
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LD CODE-> 1601 LIBRARY SCI		NEW CODE->	25.0101	LIBRARY AND ARCHIVAL SCIENCES, GENERA
			25.0201	ARCHIVAL SCIENCE
			25.0301	LIBRARY ASSISTING
			25.0401	LIBRARY SCIENCE
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			25.9999	LIBRARY AND ARCHIVAL SCIENCES, OTHER
ECONDARY EDUC & FOUNDATIONS	CASAGRANDA	LEROY	517 36 7490	ASSOC PROF OF CURRIC & INSTR
LD CODE-> 829 CURRIC & INSTR		NEW CODE->	13.0301	CURRICULUM AND INSTRUCTION
LD CODE-> 827 ED ADMIN		NEW CODE->	13.0401	EDUCATION ADMINISTRATION, GENERAL
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ECONDARY EDUC & FOUNDATIONS	FRANCE	GRACE	516 46 5459	ASST PROF OF EDUCATION
LD CODE-> 801 EDUCATION		NEW CODE->	13.0101	EDUCATION, GENERAL
ECONDARY EDUC & FOUNDATIONS	FRANKS	MILFORD	726 12 6625	PROF EMER OF EDUCATION
ECONDARY EDUC & FOUNDATIONS	HAUGE	MARCIA	516 52 3537	INSTR IN LIBRARY SCI
LD CODE-> 1601 LIBRARY SCI		NEW CODE->	25.0101	LIBRARY AND ARCHIVAL SCIENCES, GENERA
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			25.0301	LIBRARY ASSISTING
			25.0401	LIBRARY SCIENCE
			25.0501	MUSEOLOGY
			25.9999	LIBRARY AND ARCHIVAL SCIENCES, OTHER
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Using a Computerized Finance Model

Developing pressures on institutions of higher education are increasingly placing demands for sophisticated reviews of financial options and "alternative futures" from offices of institutional research. Computer assisted modeling is one tool which can be utilized in such efforts.

Gary M. Oyler, Director of Institutional Research at the University of Utah shared his university's recent experience in selecting and implementing a modeling system with the conference. Mr. Oyler reviewed the uses of the system and its potential in analyzing coming financial circumstances.

The usefulness of such a model is to balance a complicated set of financial interests and pressures which institutions of higher education will have to face in the coming decade. Oyler outlined some primary variables to be considered:

1. Inflation
2. Utility Costs
3. Faculty Salaries
4. Tuition/Fee Levels
5. Uncertain Enrollments
6. Maintenance Costs
7. Unfavorable Public Attitudes
8. Changing Federal Policies

In assessing the interplay of these factors, according to Oyler, a computerized model can be of most benefit if it contains four basic desirable characteristics:

1. The model should be simple, i.e., straightforward and understandable;
2. The user should be allowed to exert intellectual control;
3. The model should provide sufficient (and clear) communication; and
4. The model should be adaptable.

An institution considering a computerized finance model may either purchase an existing system or design one internally. Oyler noted that each approach has both advantages and disadvantages. With either kind of system, the model should be prepared to satisfy three basic objectives:

1. It must provide alternatives in the examination of financial problems;
2. It must be able to explore relationships among financial variables; and
3. It must be able to assess and forecast the impact of policy decisions.

Mr. Oyler reviewed the University of Utah's experience recently in implementing a computerized finance modeling system and concluded the potential of this sort of tool is great; investigation of its use in other colleges and universities merits serious consideration.

Appendix

1980 RMAIR
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Agenda

RMAIR Conference

September 17-19, 1980

Big Sky, Montana

September 17 (Wednesday)

1:00 - 5:00 P.M.	Registration - Huntley Lodge - Big Sky, Montana
6:00 - 8:00 P.M.	Big Sky restaurants will be open; only the Thursday evening barbecue is an organized meal.
7:00 - 11:00 P.M.	Hospitality suite will provide ice and congenial setting. Display of IR reports, fact books and other information. Check with the hotel desk regarding tennis courts, golf course, gondola lift and pool hours.

September 18 (Thursday)

8:30 - 9:00 A.M.	Opening remarks and introduction of participants
9:00 - 9:50 A.M.	Guest Speaker: "An Extended Look at Inflation and Higher Education" -- D. Kent Halstead, National Institute of Education
10:00 - 11:50 A.M.	Discussion Sections: Paul Jedamus, Professor of Management Science, University of Colorado Homer Rose, Postdoctoral Intern, Montana State University
12:00 - 1:00 P.M.	LUNCH
1:30 - 3:00 P.M.	Panel Discussion on Resource Reallocation: How do you shift resources to follow shifting enrollment? What is the role of institutional research? L. Howard Campbell, Chairperson, Brigham Young University Jim Olloman, University of Montana Richard Jacobs, Utah State University Bruce Higley, Brigham Young University
3:00 - 3:30 P.M.	Open Discussion, Break
3:30 - 6:30 P.M.	Display area will be open for review of campus reports and publications. Small meeting rooms will be available for impromptu discussion groups. Possible hike to the top of Lone Mountain. A steep walk not requiring climbing gear, but a day pack with rain jacket, gloves, wool cap, other clothing and a canteen is suggested. Please make advance arrangements with conference staff for a ride to the base or to take the chair lift.
7:00 - 10:00 P.M.	Barbecue Dinner and Volleyball Tournament

September 19 (Friday)

8:00 - 10:30 A.M.	Short Papers on Selected Topics (approximately ½hr each)
	1. "HEGIS Surveys and the New HEGIS Taxonomy" - Marjorie Chandler, Director, Division of Post-secondary and Vocational Education Statistics, National Center for Educational Statistics.
	2. "Pilot testing a Conversion to the New HEGIS Taxonomy" - Steve Otzenberger and Steve Hample, Montana State University.
	3. "Using a Computerized Higher Education Finance Model" - Gary Oyler, University of Utah.
	4. "A Further Look at Economies of Scale in Higher Education" - D. Kent Halstead.
	5. To be announced.
11:00 - 11:30 A.M.	RMAIR Business Meeting and Other Items.
11:30 - 12:30 P.M.	Early lunch period.
1:00 ----------	RMAIR Afternoon Session - Yellowstone Park tour and hot dog roast.
------- 9:00 P.M.	Arrive back at Big Sky.

Next Meeting

The next RMAIR meeting will be held in the late summer or early fall of 1981 in the Denver--Boulder area.

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